



# Writing

Level 2 - Ep1



A.

## Skill Presentation

A simple sentence has one **subject-verb** group, and it expresses one complete idea.

- **I brought** flowers to Rodrigo.
- **We danced** and **sang**.

A compound sentence has at least two **subject-verb** groups, and it expresses at least two complete ideas. These ideas must be related.

- **Sandra and I liked** the flowers, **and Camilo enjoyed** the chocolates.

In a compound sentence, two complete ideas are joined by a **conjunction**. Some common conjunctions are and, but, and so. And connects similar ideas, but connects contrasting ideas, and so connects a cause with its result. When you write, put a comma before the conjunction.



# Writing

Level 2 - Ep1



B.

## Over to You

1. Read the paragraph. How many compound sentences are there? Check (✓) the correct answer and then write the sentences number/numbers.

<sup>1</sup>Adae started a new job in the United States last year. <sup>2</sup>She learned many new customs. <sup>3</sup>People shake hands when they meet, and they make eye contact. <sup>4</sup>People often call each other by their first names. <sup>5</sup>On Fridays, the people in her office dress casually. <sup>6</sup>Today is Friday, but Adae forgot. <sup>7</sup>She is wearing a suit. <sup>8</sup>There is a meeting today. <sup>9</sup>Adae wants to be polite, so she arrives at the meeting early. <sup>10</sup>There is a new employee at the meeting. <sup>11</sup>The new employee is from a different country, so Adae will give her some helpful tips.

☐ a. There are three compound sentences. Sentences: \_\_\_\_\_

☐ b. There are four compound sentences. Sentences: \_\_\_\_\_

☐ c. There are five compound sentences. Sentences: \_\_\_\_\_





# Writing

Level 2 - Ep1



B.

## Over to You

2. Read the sentence in the chart. Decide if it is a simple or compound sentence. Check (✓) the box in the correct column.

	Simple Sentence	Compound Sentence
1. Luciana brought roses to the dinner party.	<input type="checkbox"/>	<input type="checkbox"/>
2. Wei gave her host a small present.	<input type="checkbox"/>	<input type="checkbox"/>
3. Chang bowed, and Michael introduced him.	<input type="checkbox"/>	<input type="checkbox"/>
4. Pedro is traveling to China, so Martin is teaching him Chinese.	<input type="checkbox"/>	<input type="checkbox"/>
5. Megan does not put her arms on the dinner table.	<input type="checkbox"/>	<input type="checkbox"/>
6. Martin is going to the party, but Hana is staying at home.	<input type="checkbox"/>	<input type="checkbox"/>
7. In South Korea, many people wrap gifts in red or yellow paper.	<input type="checkbox"/>	<input type="checkbox"/>



# Writing

Level 2 - Ep1



B.

## Over to You

	Simple Sentence	Compound Sentence
8. Lily wanted to be polite, so she took chocolates to her host.	<input type="checkbox"/>	<input type="checkbox"/>
9. Jin is bringing roses to the host, and Jorge is bringing a plant.	<input type="checkbox"/>	<input type="checkbox"/>
10. Daniel invited his friends to a dinner party.	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Check!

1. A simple sentence has one \_\_\_\_\_ group, and it expresses one complete idea.

2. A compound sentence has at least \_\_\_\_\_ subject-verb groups. It expresses at least two complete ideas that are \_\_\_\_\_.

3. Remember to use the correct \_\_\_\_\_ and a \_\_\_\_\_ when you write compound sentences.





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ENGLISH

# Writing

Level 2 - Ep1



C.

## Practice

1. Check (✓) the correct answer/answers for each item.

1. Choose the compound sentence/sentences.

- ☐ a. In Lebanon, people bring a dessert to a dinner party.
- ☐ b. Rashid lives in Lebanon, and works for a large company.
- ☐ c. Rashid likes dessert, so Mariam gave him a cake.

2. Choose the simple sentence/sentences.

- ☐ a. In Russia, the host serves the oldest guest first.
- ☐ b. Tanya's grandfather is the oldest, so Anton will serve him first.
- ☐ c. Tanya's grandfather is 72, and Tanya is 23.

3. Choose the compound sentence/sentences.

- ☐ a. Adriana took a cake to the party, and Pablo took soda.
- ☐ b. Pablo brought soda to the party for Adriana.
- ☐ c. In Lebanon, people bring a dessert to a dinner party.



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep1



C.

## Practice

### 4. Choose the simple sentence/sentences.

- ☐ a. Mariela wants to eat at a restaurant, but her friends want to cook.
- ☐ b. Mariela prefers Italian food to French food, and her friends like it, too.
- ☐ c. Mariela's friends want to cook dinner together.

### 5. Choose the compound sentence/sentences.

- ☐ a. Antonio smiled, and Ravi said, "Good morning."
- ☐ b. Antonio said good morning to his neighbor.
- ☐ c. Antonio smiled and talked with his neighbor.

### 6. Choose the simple sentence/sentences.

- ☐ a. Ronaldo speaks Chinese, but Clara only speaks English.
- ☐ b. Ronaldo and Clara studied English and computer science.
- ☐ c. Ronaldo finished college, so he does not have classes with Clara.





# Writing

Level 2 - Ep1



C.

## Practice

2. Read the paragraph and answer the questions.

<sup>1</sup>Crystal visited Colombia last year, so she learned many new customs. <sup>2</sup>She was invited to someone's home for dinner, and she had a very enjoyable evening. <sup>3</sup>Crystal brought some flowers with her. <sup>4</sup>She shook hands with her host. <sup>5</sup>She said "Good evening." <sup>6</sup>Her host told her where to sit at the table. <sup>7</sup>She tried all the food, but Crystal left a small amount of food on her plate to be polite. <sup>8</sup>She stayed for two hours after dinner. <sup>9</sup>It is not polite to "eat and run." <sup>10</sup>Here Colombian hosts were happy they invited her, and Crystal was happy she went.

1. How many simple sentences does the text have? \_\_\_\_\_  
Sentences: (Numbers) \_\_\_\_\_
2. How many compound sentences does the text have?  
\_\_\_\_\_ Sentences: \_\_\_\_\_
3. What conjunctions are used? \_\_\_\_\_
4. Are commas used before the conjunctions? \_\_\_\_\_



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# Writing

Level 2 - Ep1



## The Answer

### B. Over to You

1-

b. Sentences: 3, 6, 9, 11

2-

1. Simple Sentence
2. Simple Sentence
3. Compound Sentence
4. Compound Sentence
5. Simple Sentence
6. Compound Sentence
7. Simple Sentence
8. Compound Sentence
9. Compound Sentence
10. Simple Sentence

3-

1. subject, verb
2. two, related
3. conjunction, comma

### C. Practice

1-

1. b, c
2. a
3. a
4. c
5. a
6. b

2-

1. six - Sentences:  
3, 4, 5, 8, 9
2. four - Sentences:  
1, 2, 7, 10
3. so, and, but, and
4. yes





# Writing

Level 2 - Ep2



A.

## Skill Presentation

A prepositional phrase is a **preposition** followed by a **noun**. We use prepositional phrases to talk about location and time.

- **In** Saudi Arabia
- **At** night

Most prepositional phrases of time and location can go at the end of the sentence. We can put them at the end.

- There was a heavy rain **in** Egypt.
- She will come back **on** Friday.

We can also start the sentence with a prepositional phrase. It can come in the beginning.

If you start a sentence with a prepositional phrase, remember to use a **comma**.

- **In** Egypt, there was a heavy rain.
- **On** Monday, she will come back.



# Writing

Level 2 - Ep2



A.

## Skill Presentation

Auxiliary verbs (helping verbs) are things like - am, is, are, was, were.

An auxiliary verb needs another verb in the sentence.

- She **was** playing.
- He **is** doing homework.
- Judy and Leyla **were** watching a movie.
- You **are** calling Tom!

The words (am - is - are - was - were) if they have another verb after them, we call them, **auxiliary verbs**. No other verb, not auxiliary but, **main verbs**.

- The holiday **is** on Monday.
- Mark **is** my best friend.
- The meeting **is** on Wednesday.

Sentences with (be) as the **main verb**, the prepositional phrase can't go first, it must go after (be).





# Writing

Level 2 - Ep2



B.

## Over to You

1. Read the paragraph. How many prepositional phrases are there? Underline them and check (✓) the correct answer.

Arlington National Cemetery is in Arlington, Virginia. It has graves of soldiers. There are about 270,000 graves. Four million people visit the cemetery every year. Many people come on Memorial Day. They think it is important to remember soldiers who died. The cemetery usually closes at 7:00 p.m. In the winter, it closes earlier. Some people use maps, and some people take tours.

- ☐ a. There are four prepositional phrases.
- ☐ b. There are five prepositional phrases.
- ☐ c. There are seven prepositional phrases.



# Writing

Level 2 - Ep2



C.

## Practice

1. Make sentences. Write the words in the correct order.  
Don't forget to add a period.

1. ended - on November 11, 1918 - World War I

-----

2. died - a Canadian soldier - at 10:58 a.m.,

-----

3. in Le Havre, France - he - died

-----

4. the war - at 11:00 a.m. - ended

-----

5. celebrate - Remembrance Day - in Canada, - they

-----

6. started - Remembrance Day - in 1919.

-----

7. there is - a moment of silence - at 10:58 a.m.,

-----

8. they - in other places - soldiers who died - remember

-----





# Writing

Level 2 - Ep2



C.

## Practice

2. Rewrite the sentences that are incorrect. If the sentence is correct, write CORRECT.

1. At my house the party was.

-----

2. On Monday, the holiday is.

-----

3. We at noon are meeting tomorrow.

-----

4. Adele in the United States lives.

-----

5. My friend lives on E 50<sup>th</sup> Street.

-----

6. At school, Stephen is today.

-----

7. In 1868, the first Memorial Day was.

-----

8. We finish school on June 26.

-----



AMERICAN  
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# Writing

Level 2 - Ep2



## The Answer

### B. Over to You

Arlington National Cemetery is in Arlington, Virginia. It has graves of soldiers. There are about 270,000 graves. Four million people visit the cemetery every year. Many people come on Memorial Day. They think it is important to remember soldiers who died. The cemetery usually closes at 7:00 p.m. In the winter, it closes earlier. Some people use maps, and some people take tours.

### C. Practice

1-

1. World War I ended on November 11, 1918.
2. At 10:58 a.m., a Canadian soldier died.
3. He died in Le Havre, France.
4. The war ended at 11:00 a.m.
5. In Canada, they celebrate Remembrance Day.
6. Remembrance Day started in 1919.
7. At 10:58, there is a moment of silence.
8. They remember soldiers who died in other places.

2-

1. The party was at my house.
2. The holiday is on Monday.
3. We are meeting tomorrow at noon.
4. Adele lives in the United States.
5. CORRECT
6. Remembrance Day started in 1919.
7. The first Memorial Day was in 1868.
8. CORRECT





# Writing

Level 2 - Eps



A.

## Skill Presentation

A simple sentence has a **subject** and a **verb**, and it expresses a complete idea.

- **Food** **helps** you.

Some simple sentences have two verbs.

The verbs in this case, express two actions done by the same subject.

If you have one subject and a verb, and then you have one more subject and a verb.

That you can call a compound sentence.

If you have one **subject** and two **verbs**, that's a simple sentence with two **verbs**.

- **Mark** **sings** and **plays** the piano.



# Writing

Level 2 - Ep3



A.

## Skill Presentation

In a simple sentence with two **verbs**, you can join the two **verbs** with a **conjunction**.

Some common **conjunctions** are **and**, **or**.

• He eats dinner and drinks coffee late at night.

↓ ↓ ↓ ↓ ↓ ↓ ↓  
subject verb object conjunction verb adj prepositional phrase

• Are they sleeping or watching TV?

↓ ↓ ↓ ↓ ↓ ↓  
auxiliary verb subject verb conjunction verb object

If both verbs are negative, use the words do not only once. Also, in this case, it's better to use the **conjunction (or)** not (**and**).

We can say:

• They don't buy **or** cook healthy food.

Instead of:

• They don't buy **and** don't cook healthy food. **X**





# Writing

Level 2 - Ep3



A.

## Sum up

1. If there are two verbs in a sentence and they both express an action done by the same subject, we still call that a simple sentence.
2. In simple sentences with more than one verb, we can connect the verbs using a conjunction like **and** or **or**.
3. If both verbs in the sentence are negative, use the words **do not** only once. Don't repeat the negative.



# Writing

Level 2 - Ep3



B.

## Over to You

1. Read each sentence in the chart. Decide if it has one or two verbs sentence. Check (✓) the box in the correct column.

	One verb	Two verbs
1. Carrots keep eyes healthy.	<input type="checkbox"/>	<input type="checkbox"/>
2. Blueberries are good for the skin.	<input type="checkbox"/>	<input type="checkbox"/>
3. Healthy oils help the skin.	<input type="checkbox"/>	<input type="checkbox"/>
4. Water cleans the skin.	<input type="checkbox"/>	<input type="checkbox"/>
5. Some food is bad for the skin.	<input type="checkbox"/>	<input type="checkbox"/>
6. Most people need about eight hours of sleep.	<input type="checkbox"/>	<input type="checkbox"/>
7. Julia does not sleep or eat well.	<input type="checkbox"/>	<input type="checkbox"/>
8. She drinks coffee and eats dinner late at night.	<input type="checkbox"/>	<input type="checkbox"/>
9. Steven sleeps well at night.	<input type="checkbox"/>	<input type="checkbox"/>
10. He does not drink or eat anything after 7:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>





# Writing

Level 2 - Ep3



B.

## Over to You

2. Read the paragraph. How many verbs are there?  
Circle them and check (✓) the correct answer.

Some drinks benefit your body. Milk builds strong bones and helps your teeth. Green tea prevents some diseases and helps your heart. Water is very good for your body. It cleans the skin. Some drinks are bad for you. Cola does not help your body or benefit your skin.

- ☐ a. There are seven verbs.
- ☐ b. There are nine verbs.
- ☐ c. There are ten verbs.

### 3. Check!

1. A simple sentence can have \_\_\_\_\_ verbs. The verbs express two actions by the same subject.
2. You can join the \_\_\_\_\_ with and or or.
3. When the two verbs are \_\_\_\_\_, write do not, does not, or did not only \_\_\_\_\_. Use the conjunction \_\_\_\_\_.



# Writing

Level 2 - Ep3



C.

## Practice

1. Make sentences. Write the words in the correct order.  
Don't forget to add a period.

1. eats - Linda - healthy food - and drinks

-----

2. or play sports - do not exercise - I

-----

3. to work - and walks - takes a bus - Evan

-----

4. after 8:00 p.m. - does not eat - Joanna - or drink

-----

5. exercise a lot - we - and eat well

-----

6. Ms. Lee - yoga - and studies - teaches

-----

7. help the skin - healthy oils - and add weight

-----

8. tai chi - Sheila - and does - plays basketball

-----





# Writing

Level 2 - Ep3



C.

## Practice

2. Read each sentence in the chart. Write the verbs and the conjunction in the boxes in the correct columns.

	Verbs	Conjunction
1. Felix loves coffee and drinks it every day.		
2. Danila does not eat meat or drink soda.		
3. They bought tea and gave me some.		
4. It is important to include a lot of water in your diet, and doctors recommend six glasses a day.		
5. Food can affect your health and how you learn.		
6. We do not eat or buy take-out food.		
7. Pam does not cook fish or eat it.		
8. Milk builds strong bones and helps your teeth.		
9. My father does not sleep well or eat properly.		
10. Connie does not drink or eat anything on Thursday.		



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# Writing

Level 2 - Ep3



## The Answer

### B. Over to You

1-

1. one verb
2. one verb
3. one verb
4. one verb
5. one verb
6. one verb
7. two verbs
8. two verbs
9. one verb
10. two verbs

2-

### C. Practice

1-

1. Linda eats and drinks healthy food.
2. I do not exercise or play sports.
3. Evan takes a bus and walks to work.
4. Joanna does not eat or drink after 8:00 p.m.
5. We exercise a lot and eat well.
6. Ms. Lee teaches and studies yoga.
7. Healthy oils help the skin and add weight.
8. Sheila plays basketball and does tai chi.

2-

Verbs	Conjunction
1. loves, drinks	and
2. (does not) eat, drink	or
3. bought, gave	and
4. (is to) include, recommend	and
5. affect, learn	and
6. (do not) eat, buy	or
7. (does not) cook, eat	or
8. build, helps	and
9. (does not) sleep, eat	or
10. (does not) drink, eat	or

Some drinks **benefit** your body. Milk **builds** strong bones and **helps** your teeth. Green tea **prevents** some diseases and **helps** your heart. Water **is** very good for your body. It **cleans** the skin. Some drinks are bad for you. Cola **does not help** your body or **benefit** your skin.

3-

1. two

2. verbs

3. negative, once, or





# Writing

Level 2 - Ept4



A.

## Skill Presentation

If we have two sentences and they both talk about the same idea, we can say they're **related**.

- She reads books. She is very smart.
- Blue is my favorite color. I don't like black.

If we have two sentences with two completely different ideas, don't connect them with a **conjunction**.

- Mark is sick, **but** the teacher likes my answers. **X**

As mentioned, **compound sentences** express at least two complete related ideas.

If they ideas are **not related**, we can't join them, we can't connect them with a **conjunction**.

We should keep them as two simple sentences.

We shouldn't make a **compound sentence** out of them.

- John is from America. He says **apartment**.

They are **related** because John is from America, he calls that place an **apartment**.

If he were not from America, he would say **flat** not **apartment**.



# Writing

Level 2 - Ep4



A.

## Skill Presentation

The three main **conjunctions** that are frequently used are:

**But** is used to join contrasting ideas.

- She eats a lot, **but** she doesn't get fat.

**So** is used to connect a cause and result.

- John is from America, **so** he says apartment.

**And** is used to connect two similar ideas.

- Cleaning the streets makes them look good, **and** it makes people happy.





# Writing

Level 2 - Ept4



B.

## Over to You

1. Read the paragraph. How many conjunctions are there? Circle them and check (✓) the correct answer.

Teenagers sometimes speak differently from adults, and they use special words. This helps teens feel unique, and it makes them feel independent. Some of these words are old, but others are very new. For example, teens first started saying cool in the 1940s, and they still say cool today. In the past, teens used other special word, but many of them are not used today. In the 1960s, teens said groovy, but they do not use that word now. Teenagers want to be unique, so they often use different words from adults.

- ☐ a. There are five conjunctions.
- ☐ b. There are seven conjunctions.
- ☐ c. There are ten conjunctions.



# Writing

Level 2 - Ep4



B.

## Over to You

2. Match the two parts of the compound sentences.

- |  |  |
|--|--|
| 1. Pop is a common word in Michigan,                   | a. ...and others call it tonic.        |
| 2. My aunt lived in Boston,                            | b. ...so I looked them up online.      |
| 3. Some people call cola soda,                         | c. ...and it comes from French.        |
| 4. Ballet is a borrowed word in English                | d. ...so many people understand it.    |
| 5. Groovy was used in the 1960s,                       | e. ...and sometimes I use a thesaurus. |
| 6. Bus is an international word,                       | f. ...but it is rare in California.    |
| 7. I do not understand this word,                      | g. ...but now it is almost never used. |
| 8. I could not find the definitions in the dictionary, | h. ...but I know how to pronounce it.  |
| 9. Sometimes I use a dictionary,                       | i. ...so she says tonic.               |





# Writing

Level 2 - Ept4



## 3. Check!

1. A compound sentence expresses at least \_\_\_\_\_ complete ideas. The ideas must be \_\_\_\_\_ to each other.
2. The ideas can be connected with and, but, or so. \_\_\_\_\_ connects two similar ideas. \_\_\_\_\_ connects two contrasting ideas. \_\_\_\_\_ connects a cause and a result.

## C. Practice

1. Read each sentence in the chart. Decide if the word in colored is a correct or incorrect conjunction. Check (✓) the box in the correct column.

	Correct Conjunction	Incorrect Conjunction
1. English gives words to other languages, <b>and</b> other languages add words to English.	<input type="checkbox"/>	<input type="checkbox"/>
2. I call this sandwich a hero, <b>so</b> my friend calls it a hoagie.	<input type="checkbox"/>	<input type="checkbox"/>
3. English has many words from French, <b>so</b> it has some from German.	<input type="checkbox"/>	<input type="checkbox"/>
4. We say elevator in the United States, <b>but</b> they say lift in England.	<input type="checkbox"/>	<input type="checkbox"/>



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# Writing

Level 2 - Ep4



C.

## Practice

	Correct Conjunction	Incorrect Conjunction
5. I did not know the definition, <b>but</b> I used the dictionary.	<input type="checkbox"/>	<input type="checkbox"/>
6. Americans say stroller, <b>but</b> they say pram in England.	<input type="checkbox"/>	<input type="checkbox"/>
7. I say you guys, <b>so</b> my friends from the South say y'all.	<input type="checkbox"/>	<input type="checkbox"/>
8. My roommates are learning English, <b>and</b> they are studying Chinese at school.	<input type="checkbox"/>	<input type="checkbox"/>
9. I lived in the Midwest, <b>so</b> I use words that are common in that part of the country.	<input type="checkbox"/>	<input type="checkbox"/>
10. Bravo is a foreign word, <b>and</b> we use it in English.	<input type="checkbox"/>	<input type="checkbox"/>





# Writing

Level 2 - Ept4



C.

## Practice

2 Read each sentence and complete it with the correct conjunction (and, or, but, or so).

1. Some people speak fast, \_\_\_\_\_ they speak clearly.
2. He is from the South, \_\_\_\_\_ he says y'all.
3. American use different words, \_\_\_\_\_ they speak differently, too.
4. We wanted to see more of the city, \_\_\_\_\_ we didn't have time.
5. English has many words from other languages, \_\_\_\_\_ they are considered English words now.
6. Many French words are now international, \_\_\_\_\_ they are used all over the world.
7. Some words are common, \_\_\_\_\_ they are used in several languages.
8. People with a drawl stretch out the vowel sounds, \_\_\_\_\_ they speak slowly.
9. Origami was originally a Japanese word, \_\_\_\_\_ it is now used in English, too.
10. Most people use abbreviations when they text, \_\_\_\_\_ they also use special words.



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep4



## The Answer

### B. Over to You

1-

Teenagers sometimes speak differently from adults, **and** they use special words. This helps teens feel unique, **and** it makes them feel independent. Some of these words are old, **but** others are very new. For example, teens first started saying cool in the 1940s, **and** they still say cool today. In the past, teens used other special word, **but** many of them are not used today. In the 1960s, teens said groovy, **but** they do not use that word now. Teenagers want to be unique, so they often use different words from adults.

2-

1. f
2. i
3. a
4. c
5. g
6. d
7. h
8. b
9. e

3-

1. two, related
2. And, But, So

### C. Practice

1-

1. correct conjunction
2. incorrect conjunction
3. incorrect conjunction
4. correct conjunction
5. incorrect conjunction
6. correct conjunction
7. incorrect conjunction
8. correct conjunction
9. correct conjunction
10. incorrect conjunction

2-

1. but
2. so
3. and
4. but
5. but
6. so
7. but
8. so
9. but
10. and





# Writing

Level 2 - Eps



A.

## Skill Presentation

### What is a paragraph?

A paragraph is a group of sentences about one topic.

- This is my friend, Dave. He is from the UK. He likes reading and swimming.

### What is the topic sentence?

The topic sentence tells us the main idea of the paragraph. The topic sentence usually comes at the beginning of the paragraph.

- Chris is famous for his life story. He used to be poor and homeless. Now he is a successful businessman, writer, and speaker.



# Writing

Level 2 - Eps



A.

## Skill Presentation

### What are supporting sentences?

Supporting sentences give us more information about the topic sentence.

- They usually follow the topic sentence, they come after it.
- They must be related to the main idea.

**For example:** Let's say we're writing a paragraph about "Why the sun is so important?".

- The sun is so important in our lives.<sup>(TS)</sup> The sun provides heat to Earth.<sup>(SS)</sup> Without the sun, Earth would be a cold wasteland.<sup>(SS)</sup>

(TS) >> Topic Sentence

(SS) >> Supporting Sentences





# Writing

Level 2 - Eps



B.

## Over to You

1. Match each topic sentence (1-5) with the correct supporting sentence (a-e).

1. Viola Vaughn is a social entrepreneur.
  2. The schools distribute free school supplies.
  3. Each school has an after-school program.
  4. Viola's business grew quickly.
  5. Dr. Vaughn has a traveling library that goes to small towns once a month.
- 
- a. They give away notebooks, paper, and pens.
  - b. There are over 2,500 girls now.
  - c. She gives education to girls living in poverty.
  - d. Every afternoon, teachers tutor the girls.
  - e. Local children can check out books for free.



# Writing

Level 2 - Eps



2. Read the topic sentence and the first supporting sentence. Then read each sentence in the chart, and decide if it is related to the main idea or not. Check (✓) the box in the correct column.

**Topic Sentence:** Jack Weil started a Western-style clothing business in 1946.

**First Supporting Sentence:** He became one of the oldest businessmen in the United States.

	Related	Not Related
1. Weil named the company Rackmount Ranch Wear.	<input type="checkbox"/>	<input type="checkbox"/>
2. People in big cities do not wear Western-style clothing.	<input type="checkbox"/>	<input type="checkbox"/>
3. The store's most popular product was a cowboy-style shirt with snaps.	<input type="checkbox"/>	<input type="checkbox"/>
4. Weil's granddaughter had a dog named Rocky.	<input type="checkbox"/>	<input type="checkbox"/>
5. Rackmount Ranch Wear distributed the shirts all over the world.	<input type="checkbox"/>	<input type="checkbox"/>
6. Many cowboys live in Colorado.	<input type="checkbox"/>	<input type="checkbox"/>
7. Weil worked at the store every day until he was 107 years old.	<input type="checkbox"/>	<input type="checkbox"/>
8. People over 80 should not work.	<input type="checkbox"/>	<input type="checkbox"/>





# Writing

Level 2 - Eps



## 3. Check!

1. A \_\_\_\_\_ is a group of sentences about one topic.
2. \_\_\_\_\_ sentences in a paragraph give more \_\_\_\_\_ about the topic sentence. They are directly related to the main \_\_\_\_\_

C.

## Practice

1. Read each topic sentence. Check (✓) the best supporting sentence.

1. Jack Weil named his company Rackmount Ranch Wear.

- ☐ a. He chose the name because he loved the Rocky Mountains.
- ☐ b. He lived in Colorado.

2. Weil was one of the oldest businessmen in America.

- ☐ a. Famous actors wore his shirts.
- ☐ b. He worked until he was 107 years old.

3. Jack Weil enjoyed talking to customers.

- ☐ a. For example, he liked to talk about his granddaughter's dog, Rocky.
- ☐ b. People bought many shirts.

4. Rackmount Ranch Wear sold Western-style clothing

- ☐ a. The most popular product was the cowboy-style shirt with snaps.
- ☐ b. Not many businessmen wear Western-style shirts.

5. Fred DeLuca had a new concept when he opened the first Subway restaurant.

- ☐ a. He was born in 1948.
- ☐ b. He wanted to use very fresh food.

6. The Subway restaurant company is very successful.

- ☐ a. There are over 33,000 locations in 92 countries.
- ☐ b. They make bread every day.



# Writing

Level 2 - Eps



C.

## Practice

2. Match each topic sentence (1-5) with two correct supporting sentences (a-j).

1. My friend has a great business idea.
  2. Students donate used books at our college bookstore.
  3. Many children living in poverty don't get new clothes very often.
  4. My group is working on a report about children in Africa.
  5. After two years, the store had no more money.
- 
- a. They sometimes don't have food, too.
  - b. The store gives the books to students in need.
  - c. They did not make a profit.
  - d. She wants to sell coffee in our local park
  - e. We will also make suggestions about how we can help them.
  - f. Their families have very little money.
  - g. So they had to shut down.
  - h. Maybe she'll even sell cakes and cookies, too.
  - i. They also supply pens and pencils.
  - j. We are going to write about all the facts we find.





AMERICAN  
ENGLISH

# Writing

Level 2 - Eps



## The Answer

### B. Over to You

1-

1. c
2. a
3. d
4. b
5. e

2-

1. related
2. not related
3. related
4. not related
5. related
6. not related
7. related
8. not related

3-

1. paragraph
2. Supporting, information, idea

### C. Practice

1-

1. a
2. b
3. a
4. a
5. b
6. a

2-

1. d, h
2. b, i
3. a, f
4. e, j
5. c, g



# Writing

Level 2 - Ep6



A.

## Skill Presentation

As mentioned,

- A **paragraph** usually starts with a topic sentence that tells us the main idea.
- The **topic sentence** can be followed by many supporting sentences.
- **Supporting Sentences** give us more information about the topic sentence.

## Concluding Sentences

There are two things you need to remember about **concluding sentences**:

1. **Concluding sentences** come at the end of paragraphs.
2. A **concluding sentence** can repeat the main idea of the paragraph using different words.

**For example:** Let's say we're writing a paragraph about the famous Television personality, "Julia Child".

Julia Child was well known for French Cooking.<sup>(TS)</sup>  
She had a TV show called Baking with Julia.<sup>(SS)</sup> She wrote a  
cookbook about dinner parties.<sup>(SS)</sup> Julia Child was famous  
for making French food.<sup>(CS)</sup>





# Writing

Level 2 - Ep6



Now, let us take a real paragraph to practice on.

Steve Jobs was always interested in technology.<sup>(TS)</sup> He studied technology in high school.<sup>(ss)</sup> After class, he often visited the Hewlett-Packard company.<sup>(ss)</sup> People at the company gave speeches about technology.<sup>(ss)</sup> These speeches inspired him.<sup>(ss)</sup> Technology was always a big part of Job's life.<sup>(cs)</sup>

Look at the concluding sentence again.

Technology was always a big part of Job's life.

And look at the topic sentence again, Steve Jobs was always interested in technology.

Aren't these two sentences the same? Yeah, they deliver the same idea but in a different set of words.

**Notice that** there is an indent at the beginning of the first sentence in the paragraph.

Traditionally we leave about 7 spaces before each new paragraph. It's also accepted if you don't do that. It depends on your professor or teacher.



# Writing

Level 2 - Ep6



B.

## Over to You

1. Match each topic sentence (1-5) with the correct concluding sentence (a-e).

1. Julia Child had a good time going places with her mother and father.
  2. Julia Child had a TV show called Baking with Julia.
  3. Julia Child wrote a cookbook about dinner parties.
  4. Julia Child and her husband were happily married for almost 50 years.
  5. Julia Child's kitchen is on display at a museum in Washington, D.C.
- 
- a. Today, visitors can see where the French chef cooked and worked.
  - b. The Childs had a long and happy marriage.
  - c. She gave a lot of baking ideas on this TV program.
  - d. Her book had many ideas about meals to make for friends.
  - e. Julia enjoyed traveling with her parents.





# Writing

Level 2 - Ep6



2. Read each paragraph. Check (✓) the correct concluding sentence.

<sup>1</sup> Steve Jobs was always interested in technology. He studied technology in high school. After class, he often visited the Hewlett-Packard company. People at the company gave speeches about technology. These speeches inspired him. Many years later, the company gave him a job. Jobs learned a lot about computers at Hewlett-Packard. He eventually helped start a famous computer company. \_\_\_\_\_

- ☐ a. He met his future business partner at Hewlett-Packard.
- ☐ b. Technology was always a big part of Jobs's life.
- ☐ c. He got married in 1991 and had four children.

<sup>2</sup> Peter Buffett had loving parents and a normal childhood. He was not spoiled by his wealthy father. Peter's father is Warren Buffett, one of the richest people in the world. Peter lived with his family in Omaha, Nebraska. They did not have a big house or expensive things. His parents taught him to respect other people and to do work that he loved. \_\_\_\_\_

- ☐ a. When he was young, Peter Buffett's life was similar to many other children's.
- ☐ b. When he got older, Peter became a musician and an author.
- ☐ c. Peter's father still lives in the family house in Omaha.



# Writing

Level 2 - Ep6



## 3. Check!

1. The concluding sentence is usually the \_\_\_\_\_ sentence in a paragraph.
2. The concluding sentence can \_\_\_\_\_ the main idea of the paragraph using \_\_\_\_\_ words.

C.

## Practice

1. The sentences from these paragraphs are in the wrong order. Read each topic sentence, then find and check (✓) the correct concluding sentence.

1. As a child, my cousin spent six hours on the computer every day.

- ☐ a. He was always watching movies online and sending e-mails.
- ☐ b. He did not get enough exercise.
- ☐ c. My cousin spent too much time at the computer when he was young.
- ☐ d. He even ate at the computer.

2. Ms. Lopez's daughter enjoyed learning with computers.

- ☐ a. She often played math games online.
- ☐ b. She thought online learning was fun.
- ☐ c. She did many reading and spelling activities, too.
- ☐ d. She did online activities to learn history, science, and even business.

3. Bill Gates does not allow his daughter to spend much time on the computer.

- ☐ a. Gates thinks it is important to limit his children's computer time.
- ☐ b. When she was 10, she could spend 45 minutes a day playing on the computer.
- ☐ c. Gates only let her visit certain websites.
- ☐ d. She was also allowed to use the computer to do homework.





# Writing

Level 2 - Ep6



2. Choose the correct concluding sentence for each topic sentence. Write a or b.

1. Julia Child's first TV show was very popular. \_\_\_\_
  - a. Julia Child was on several shows.
  - b. Many people enjoyed Julia Child's first show.
2. Children should be active. \_\_\_\_
  - a. Young people need to play and run.
  - b. Even teens need exercise.
3. Our community benefits from having two schools. \_\_\_\_
  - a. One is for older students, and one is for younger students.
  - b. The advantage to the community is having more than one school.
4. Our company sells office supplies. \_\_\_\_
  - a. They can provide for all your office needs.
  - b. It is a big business with many stores.
5. Some wealthy people have enough money to live without working. \_\_\_\_
  - a. Rich people have enough money to live without working.
  - b. The solution would be to have a lot of money and not go to work.
6. The students do volunteer work on weekends. \_\_\_\_
  - a. Many students help clean up the trash from beaches.
  - b. They enjoy helping others in their free time.



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep6



## The Answer

### B. Over to You

1-

1. e
2. c
3. d
4. b
5. a

2-

1. b
2. a

3-

1. last
2. repeat, different

### C. Practice

1-

1. c
2. b
3. a

2-

1. b
2. a
3. b
4. a
5. a
6. b





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep7



A.

## Skill Presentation

What's the difference between phrases, clauses, and sentences?

A **phrase** is a group of words with **no** subject, verb and it doesn't express a complete thought.

- A scary lion.
- The lost cat.
- The fastest animal.
- On the table.
- For a while.

A **clause** is a group of words with subject and verb.

**Note:** If the **clause** doesn't give a complete thought. We call it a **dependent clause**.

A **dependent clause** is **not** a complete sentence.

- Because he found it.
- When she called.
- Jack felt happy.

An **independent clause** is a complete sentence.

- Because she came late.

A **sentence** is a group of words.



# Writing

Level 2 - Ep7



## Phrase Vs Clause

### Phrase

Group of words

No (sub) and (v)

No complete thought

- In the afternoon.

### Clause

Group of words

There is (sub) and (v)

May give complete thought

- When they arrived.
- Janice came to work.

### A Dependent Clause

Doesn't make sense by itself and needs more information.

- When they arrived.

### An Independent Clause

can stand alone and give a complete thought.

- Janice came to work.





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep7



B.

## Over to You

1. Read each sentence in the chart. Decide if it is a phrase or a clause. Check (✓) the box in the correct column.

	Phrase	Clause
1. In the morning.	<input type="checkbox"/>	<input type="checkbox"/>
2. The loud dog.	<input type="checkbox"/>	<input type="checkbox"/>
3. After she waited.	<input type="checkbox"/>	<input type="checkbox"/>

2. Read each sentence in the chart. Decide if it is a dependent clause or an independent clause. Check (✓) the box in the correct column.

	Dependent	Independent
1. They ate dinner.	<input type="checkbox"/>	<input type="checkbox"/>
2. Sarah didn't eat breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
3. While you were waiting.	<input type="checkbox"/>	<input type="checkbox"/>



# Writing

Level 2 - Ep7



## The Answer

1. Read each sentence in the chart. Decide if it is a phrase or a clause. Check (✓) the box in the correct column.

	Phrase	Clause
1. In the morning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The loud dog.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. After she waited.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Read each sentence in the chart. Decide if it is a dependent clause or an independent clause. Check (✓) the box in the correct column.

	Dependent	Independent
1. They ate dinner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Sarah didn't eat breakfast.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. While you were waiting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep8



A.

## Skill Presentation

A **complex sentence** has two parts:

- An **independent clause** is one part of the complex sentence.
- A **dependent clause** is the other part.

When you join a **dependent clause** and an **independent clause**, you make a **complex sentence**.

- Michael travels a lot **because** he is a businessman.

**Note:** to join **dependent clause** and **independent clause**, we need to use a **conjunction**.

We talked about **conjunctions** like (**and - for - so - but**). These **conjunctions** are not used with **complex sentences**. They are used with **compound sentences**.



# Writing

Level 2 - Ep8



As mentioned, **compound sentences** are sentences with two subject-verb groups.

- I woke up late, so I didn't catch the bus.

In **compound sentences**, we can use **conjunctions** like (and, for, so, but, etc.)

However, in **complex sentences**, we don't use these words. We use another kind of **conjunctions**.

Words like (**because** - **when** - **if** - **after**) they are used with **complex sentences**.

- Mona learned Turkish **because** she works in Turkey.
- Dave will spend more time in Cairo **if** he travels to Egypt again.
- Steve follows Egyptian customs **when** he visits Egypt.

**Do we always start the sentence with an independent clause?**

No, you can start the sentence with a conjunction followed by the dependent clause.

- **Because** she works in Turkey, Mona learned Turkish.
- **If** he travels to Egypt again, Dave will spend more time in Cairo.
- **When** he visits Egypt, Steve follows Egyptian customs.

**Notice** if we start with the **conjunction**, we follow that up with the **dependent clause** and we add a **comma** between the **clauses**.





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep8



B.

## Over to You

1. Read each clause in the chart. Decide if it is independent or dependent. Check (✓) the box in the correct column.

	Independent Clause	Dependent Clause
1. Because he is in a meeting.	<input type="checkbox"/>	<input type="checkbox"/>
2. When she visited China.	<input type="checkbox"/>	<input type="checkbox"/>
3. Paolo speaks Portuguese and Russian.	<input type="checkbox"/>	<input type="checkbox"/>
4. Jin shakes Natalia's hand.	<input type="checkbox"/>	<input type="checkbox"/>
5. Because her mother is from Quebec.	<input type="checkbox"/>	<input type="checkbox"/>
6. Because it shows bad manners.	<input type="checkbox"/>	<input type="checkbox"/>
7. Abena nods her head.	<input type="checkbox"/>	<input type="checkbox"/>
8. If he does not understand.	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Check!

1. A \_\_\_\_\_ sentence has an intendent clause and a dependent clause joined by a \_\_\_\_\_ such as because, if, or when.
2. Both \_\_\_\_\_ have a subject and a verb, but a dependent clause does not \_\_\_\_\_ a complete idea. An independent clause expresses a complete idea.



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep8



B.

## Over to You

3. Check (✓) The complex sentence in each item.

1-

- ☐ a. Paula looked at Ana.
- ☐ b. Paula looked at Ana, but Ana did not look at Paula.
- ☐ c. Ana studied Spanish and spoke it in Ecuador.

2-

- ☐ a. Ana studied Spanish, but Tomas studied French.
- ☐ b. Ana met Tomas when they were in college.
- ☐ c. Paula and Ana looked at each other when they met.

3-

- ☐ a. Carlo felt guilty, so he crossed his arms.
- ☐ b. Carlo and Tina argued today.
- ☐ c. Carlo is sad because he argued with Tina.

4-

- ☐ a. Antonio bowed to Kazuo when they met.
- ☐ b. Antonio and Kazuo bowed to each other.
- ☐ c. Antonio introduced himself, and Kazuo bowed.

5-

- ☐ a. Marisa and Ken shook hands at the meeting.
- ☐ b. Marisa shook Ken's hand, and he introduced himself.
- ☐ c. Marisa shook hands with Ken when they met.





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep8



C.

## Practice

1-

A. Underline the dependent clause in each complex sentence.

1. People should learn Turkish customs if they want to work in Turkey.
2. Jim learns new customs when he travels.
3. I didn't like the movie because I didn't like the message in it.
4. Face-to-face conversations are usually clearer because it is easier to tell if someone doesn't understand you.
5. Your listener will relax if you smile when you talk.

B. Now underline the independent clause in each complex sentence.

6. Many people make gestures with their hands when they speak.
7. It is important to learn about the local customs when you do business.
8. Body language is an important part of any conversation because people often respond to what you do more than to what you say.
9. In job interviews, it is important to look directly at interviewers if you want them to trust you.
10. Remember that communication is not just speaking because your eyes, hands, and body also "say" a lot.



# Writing

Level 2 - Ep8



C.

## Practice

2- Read the text. How many complex sentences are there? Check (✓) the correct answer.

<sup>1</sup>Pedro will move to Vietnam if he finds a job there.

<sup>2</sup>Now he is trying to learn more about Vietnamese culture. <sup>3</sup>He attends Vietnamese language classes three times a week. <sup>4</sup>He is also reading a book about Vietnamese business customs. According to the book:

- <sup>5</sup>He should bring a small gift to business meetings.
- <sup>6</sup>He should shake hands with people when he meets them.
- <sup>7</sup>He should hold his business card in both hands when he gives it to someone.
- <sup>8</sup>He should make appointments in advance.
- <sup>9</sup>He should get to know people first if he wants to build business relationships with them.
- <sup>10</sup>It will be easier to meet new people if he makes contacts before he goes to Vietnam.
- <sup>11</sup>He should learn at least a few words of Vietnamese.
- <sup>12</sup>He should never point at another person in Vietnam.

- ☐ a. There are two complex sentences. Sentences: \_\_\_\_\_
- ☐ b. There are three complex sentences. Sentences: \_\_\_\_\_
- ☐ c. There are five complex sentences. Sentences: \_\_\_\_\_





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep8



## The Answer

### B. Over to You

1-

1. dependent clause
2. dependent clause
3. independent clause
4. dependent clause
5. independent clause
6. dependent clause

2-

1. complex, conjunction
2. clauses, express

3-

1. c
2. b
3. c
4. a
5. c

### C. Practice

1-

A.

1. if they want to work in Turkey
2. when he travels
3. because I didn't like the message in it
4. because it is easier to tell if someone doesn't understand you
5. if you smile when you talk

B.

6. Many people make gestures with their hands
7. It is important to learn about the local customs
8. Body language is an important part of any conversation
9. In job interviews, it is important to look directly at interviewers
10. Remember that communication is not just speaking

2-

Sentences: 1, 6, 7, 9, 10



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep9



A.

## Skill Presentation

### Coordinating Conjunctions

These conjunctions (and - or - so - but - nor - yet - for) we call them **coordinating conjunctions** and they connect two parts of the **same value**.

They're easy to remember if you can just think of the acronym "**FANBOYS**".

The **same value** means they connect:

- Words with words.
- Phrases with phrases.
- Clauses with clauses.
- Sentences with sentences.

Here are some example sentences using the **coordinating conjunctions**

- Matt **and** Dan are my friends.
- You can come **in the morning** **or** **in the afternoon**.
- I like cats **but** my friend likes dogs.





# Writing

Level 2 - Ep9



A.

## Skill Presentation

### Subordinating Conjunctions

We use **subordinating conjunctions** to join parts that are not of the same value.

They join a higher rank with a lower rank.

- People should learn English **if** they want to work in England.

independent  
clause

dependent  
clause

### Why we use subordinating conjunctions?

Because **dependent** and **independent clauses** they are not of the same value, they are not equal.

One of them is higher and the other is a subordinate.



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep9



A.

## Skill Presentation

Why do we have to use a subordinating conjunction?  
Is it only to show the importance of the independent clause?

We use **subordinating conjunctions** for two main reasons:

1. To show the importance of one part of the sentence over the other part.
2. To show the **relationship** between the two **parts**.

A **relationship** could be something to show:

**Time** - words like (when - after - before - while)

- Jack left the house before his father woke up.

**Place** - words like (where - wherever)

- Mark doesn't eat where he works.

**Condition** - words like (if - unless)

- If you need help, you only need to ask.

**Reason, cause or effect** - words like (because - since - so that)

- Jane can't wait to go out because she feels bored.





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep10



A.

## Skill Presentation

What is the difference between a clause and a sentence?

Every simple sentence is an independent clause.

Why? Because it is a group of words that includes a subject and verb and it can stand alone and gives a complete thought.

- John likes drawing.

Two independent clauses are a compound sentence.

Why? Because it has two subject-verb groups.

- John likes drawing, and Lisa likes cooking.

Note: don't forget to use a conjunction.

- Independent + conjunction + independent = a compound sentence
- One independent clause = a simple sentence
- One dependent clause + one independent clause, and vice versa = a complex sentence



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep10



A.

## Skill Presentation

### Run-On Sentence

A **run-on** sentence has **two independent clauses** with no **comma** or **conjunction** to join them.

- Fred likes French he learns it daily. **X**

**Notice:** This is grammatically incorrect, because we didn't use a **comma** or a **conjunction**.

We should say

Fred likes French, **and** he learns it daily.





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep10



B.

## Over to You

1. Read each item in the chart. Decide if it is correct or if it is a run-on sentence. Check (✓) the box in the correct column.

	Correct Sentence	Run-On Sentence
1. I want to be an engineer, but I hate math.	<input type="checkbox"/>	<input type="checkbox"/>
2. Mr. Larmore loves to travel he became a travel agent.	<input type="checkbox"/>	<input type="checkbox"/>
3. My brother is a good soccer player, so he wants to play soccer in college.	<input type="checkbox"/>	<input type="checkbox"/>
4. We like animals, but we do not want a pet.	<input type="checkbox"/>	<input type="checkbox"/>
5. My father is a successful writer he has written three books.	<input type="checkbox"/>	<input type="checkbox"/>
6. I enjoy collecting books and I would like to be a librarian.	<input type="checkbox"/>	<input type="checkbox"/>
7. Frank studied music in college, and he has a job as a drummer.	<input type="checkbox"/>	<input type="checkbox"/>
8. Jan's hobby is painting she will paint a picture for the art show.	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Check!

1. A \_\_\_\_\_ sentence has two or more independent clauses combined with no comma or no \_\_\_\_\_.

2. Avoid run-on sentences when you write. Make \_\_\_\_\_ sentences, or use a \_\_\_\_\_ with a conjunction.



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep10



B.

## Over to You

3. Check (✓) the option that is not a run-on sentence for each item.

1-

- ☐ a. I love watching movies, so I decided to study acting.
- ☐ b. I love watching movies so I decided to study acting.
- ☐ c. I love watching movies I decided to study acting.

2-

- ☐ a. Sonny likes rules and he is a good police officer.
- ☐ b. Sonny likes rules, and he is a good police officer.
- ☐ c. Sonny likes rules he is a good police officer.

3-

- ☐ a. Michael is good at fixing cars. He is a mechanic.
- ☐ b. Michael is good at fixing cars he is a mechanic.
- ☐ c. Michael is good at fixing cars and he is a mechanic.

4-

- ☐ a. Lee studied law but he did not become a lawyer.
- ☐ b. Lee studied law he did not become a lawyer.
- ☐ c. Lee studied law, but he did not become a lawyer.

5-

- ☐ a. I wanted to work with children I became a teacher.
- ☐ b. I wanted to work with children. I became a teacher.
- ☐ c. I wanted to work with children so I became a teacher.





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep10



C.

## Practice

1. Check (✓) the correct answer to fix each run-on sentence.

1. Carrie liked to sing when she was \_\_\_\_\_ is in the music program now.

☐ a. a child she

☐ b. a child, she

☐ c. a child. She

2. I want to go to \_\_\_\_\_ work for a good company.

☐ a. college I want to

☐ b. college, and I want to

☐ c. college, I want to

3. My hobbies are painting and \_\_\_\_\_ working in an art museum is fun.

☐ a. drawing so I think

☐ b. drawing, so I think

☐ c. drawing I think

4. John hates \_\_\_\_\_ works in a bookstore.

☐ a. reading, but he

☐ b. reading but he

☐ c. reading, he

5. Carson loves \_\_\_\_\_ will study it more in college.

☐ a. history he

☐ b. history so he

☐ c. history. He

6. Donna wants to be a \_\_\_\_\_ does not want to work hard.

☐ a. doctor, but she

☐ b. doctor she

☐ c. doctor but she



AMERICAN  
ENGLISH

# Writing

Level 2 - Ep10



2. Match each paragraph (A-D) with the correct description (1-4).

- \_\_\_1 Correct paragraph
- \_\_\_2 Includes run-on sentences
- \_\_\_3 Incorrect use of conjunctions
- \_\_\_4 Mistakes with commas

A. Baseball is Scott Boras's career. He played baseball in college, but after college, he became a professional. Baseball became his job, so later, Boras developed a knee problem. He had to stop playing. However, his interest in baseball did not end. He became a sports agent, but he started a business. It was successful, and his company helps baseball players make more money. Now, Boras works with many famous baseball players. Baseball is his life.

B. Baseball is Scott Boras's career. He played baseball in college. After college, he became a professional and baseball became his job. Later, Boras developed a knee problem so he had to stop playing. However, his interest in baseball did not end so he became a sports agent. He started a business. It was successful. His company helps baseball players make more money. Now, Boras works with many famous baseball players. Baseball is his life.





AMERICAN  
ENGLISH

# Writing

Level 2 - Ep10



C.

## Practice

- \_\_\_1 Correct paragraph
- \_\_\_2 Includes run-on sentences
- \_\_\_3 Incorrect use of conjunctions
- \_\_\_4 Mistakes with commas

C. Baseball is Scott Boras's career. He played baseball in college, and after college, he became a professional. Baseball became his job, but later Boras developed a knee problem. He had to stop playing. However, his interest in baseball did not end. He became a sports agent. He started a business. It was successful. His company helps baseball players make more money, so now Boras works with many famous baseball players. Baseball is his life.

D. Baseball is Scott Boras's career he played baseball in college. After college, he became a professional. Baseball became his job. Later, Boras developed a knee problem. He had to stop playing. However, his interest in baseball did not end. He became a sports agent he started a business. It was successful. His company helps baseball players make more money. Now, Boras works with many famous baseball players baseball is his life.



AMERICAN  
ENGLISH

# Writing

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## The Answer

### B. Over to You

1-

1. correct sentence
2. run-on sentence
3. correct sentence
4. correct sentence
5. run-on sentence
6. run-on sentence
7. correct sentence
8. run-on sentence

2-

1. run-on, conjunction
2. two, comma

3-

1. a
2. b
3. a
4. c
5. b

### C. Practice

1-

1. c
2. b
3. b
4. a
5. c
6. a

2-

1. C
2. D
3. A
4. B